

Questions
Michigan State University

1. How many applicants do you get each year?

Michigan State University received approximately 27,684 applications for Fall semester 2006. Of these, 4,437 were from transfer students. For Spring semester 2007, Michigan State received approximately 2,027 applications. Of these, 1,610 were submitted by transfer students. The total number of applications received for the Fall and Spring semesters of the 2006-07 academic years, from both freshman and undergraduate transfer students, was 29,711.

2. What percentage of applicants become a part of the freshman class?

Of the 23,247 first-time freshman applications for Fall 2006, 7,440 students enrolled at least part-time. This equates to 32 percent. Of the 417 freshman applications for Spring 2007, approximately 79 enrolled at Michigan State. This equates to 19 percent. The total percentage of students who became part of the freshman class during the entire 2006-07 academic year was 32 percent.

3. What percentage of students who enter as freshman eventually graduate?

The latest IPEDS federal graduation rate survey, which measures the entering cohort of 1999, shows that 74% of that cohort graduated from MSU within 6 years.

4. What is the average number of years it takes a student to graduate?

The average time to degree for undergraduate students is 4.3 years.

5. What is the ACT cut score required for admissions?

Although Michigan State University requires freshman applicants to provide results of either the ACT or SAT, the university does not state a specific cut-off score. Typically, recruitment materials offer prospective students the yearly middle 50% of the previous year's freshman cohort. For Fall semester 2006 that range reflected at the 25th percentile an average of 22 and at the 75th percentile a score of 27. The bulk of all freshman decisions tend to be driven by a student's high school performance with test scores used as a global applicant pool comparison. With the State of Michigan's implementation of the MME (Michigan Merit Exam/ ACT) one can assume that this information will become an even more creditable statewide measure.

6. What weight is given to ACT and or SAT scores when making admissions decisions?

As stated in question 5, ACT and/or SAT scores serve as secondary information in application review. The primary focus is on an applicant's long-term performance over the course of a student's high school career. The quality of one's curriculum, trend in grades, and the rigor of senior course selection all carry greater weight than test scores. Other factors in the application review are an individual's required personal statement, co-curricular activities, and additional support materials a student may choose to provide such as letters of recommendation.

7. What role does ACT play in determining financial aid?

The Michigan Competitive Scholarship uses ACT score. Several institutionally funded merit-based programs available to Michigan State University students use ACT (or SAT) scores as eligibility determinants for freshman scholarship awards.

8. What changes are you making, if any, to align with the new high school graduation requirements?

Michigan State University has long required 4 years of English, 3 years of mathematics, 3 years of social studies, a minimum of 2 years of science and 2 years of foreign language for admission as a freshman. Although a deficiency in any one of these areas will not lead to rejection of the student's admission, it can negatively impact the final outcome of the committee's decision. At this time Michigan State University is not considering any additional course requirements.

9. What amount of financial aid is received by students who do not graduate?

Financial aid is awarded on the basis of various factors such as academic strength, athleticism, performing arts acumen, community leadership, and/or demonstrated financial need. The federal government limits the amount of time a student may receive federal aid programs to 150% of the normal time required for the degree, or 12 semesters of full time enrollment for a baccalaureate degree. Many students enroll part time and take 6 or more years to complete their degree program while others finish in 3 or 4 or 5 years. Other students enroll and then stop out for brief periods in an effort to balance their personal, work, and academic lives. Similarly, students may leave Michigan State University after one or more semesters to enroll in another institution and complete their degree at that other institution; there is no system in place to track these extra-mural continuations. It is thus impossible to determine accurately when a student can be categorized as "not graduated."

10. What percentage of students who drop out received financial aid?

There is no reason to believe that the financial aid usage rate is any different for students who drop out than for students who do not, given the broad awarding criteria detailed in question 7. Last year, approximately 92% of Michigan State University freshmen received some form of financial assistance from one or more sources. The recipient rate for students above the freshmen level was 73%. It is reasonable to assume that these rates apply to students who do not complete Michigan State University degrees.

11. Please provide us with a breakdown of your dropouts by race, sex, socio-economic status, etc.

For the most recent data for full and part-time first-time undergraduates entering in Fall 2005, 90% returned in Fall 2006. Of the ten percent not enrolled in Fall 2006, these students may return in subsequent terms.

Of the non-returning students:

- approximately 459 were women (11%) and 311 were male students (10%)
- 29 (16%) were international students
- 8 (16%) were American Indian/Alaskan Native students
- 29 (7%) were Asian student students
- 119 (17%) were Black students
- 509 (9%) were Caucasian students
- 9 (13%) were Chicano students
- 26 (17%) were other Hispanic students
- 2 (3%) were not reported/blank/other

12. What is the average class size of freshman status, sophomore status, junior status and senior status?

The Weighted Average Section Size measures freshman and sophomore (lower-division) courses (000 – 299) and junior and senior (upper-division) courses (300 – 499). These averages are 45 and 33 respectively for Fall 2006.

13. What is the rate of remedial education at your institution?

Approximately 12% of first-time undergraduates entering in Fall 2006 were placed in “remedial/developmental” mathematics courses. This would be equivalent to intermediate algebra. Less than 3% of first-time undergraduates were placed in “remedial/developmental” college writing courses.

14. Do you have programs to help retain students? Do you have someone who is assigned to each student who helps the student address academic and financial problems and any problems the student might have in adapting to the college/higher ed environment?

Yes, we have a variety of programs focused on the diversity of student needs and designed to enhance retention.

Academically, these include such things as freshman seminars and study abroad and the undergraduate research program focused on more fully engaging students with the scholarly work of the faculty. In addition, the mathematics enrichment program focuses on assisting students with their transition to the demands of college mathematics. There are also programs designed to identify and provide early interventions to students who may be academically at risk. All programs incorporate the extensive network of advisors that, in addition to the faculty, assist students in articulating and achieving their goals.

There are support services available to assist students in dealing with their concerns. Examples of these include: the Counseling Center, the Women’s Resource Center, and the Office of Cultural and Academic Transitions.

The Office of Financial Aid has determined that freshman and sophomore students who are struggling academically have a greater chance of dropping out of school and eventually defaulting on their student loans. In response to that determination, the Office of Financial Aid has developed a program to offer financial and academic counseling to these students as a requirement for receiving their federal loan disbursement. This

intervention allows us to work with individual students on retention issues, ensuring that each student will be more likely to graduate.

Michigan State University's Office of Financial Aid leads the Michigan Default Prevention Task Force that includes the Michigan Guaranty Agency, Great Lakes Higher Education Corporation, and the U.S. Department of Education. On Thursday, April 5, 2007, the third installment of the Michigan Guaranty Agency (MGA) sponsored Default Aversion Symposium Series entitled, "A Holistic Approach to Default Aversion," will be held at the Kellogg Center in East Lansing. Registration will begin at 8:30 a.m., with the program running from 9:00 a.m. until approximately 3:30 p.m.

15. Do you have relationships with high school officials in the state that send their students to you? If so, what kind of relationship is it? If not, why not?

The Office of Admissions has long standing relationships with high schools across the State of Michigan. These relationships include direct communication with local school boards, administrators, members of the guidance community and teachers. The Office of Admissions provides yearly reports and newsletters to each of the over 1100 high schools in the state. On many occasions Office of Admissions staff will participate in on-site programming such as college planning programs, informational sessions pertaining directly to Michigan State University, career days and on-site credential review. During the 2006 recruitment cycle, Office of Admissions staff made "in-person" visits to over 400 Michigan high schools interacting with more than 11,000 students. These numbers do not include special evening and weekend programs. Admissions staff members are assigned to geographic territories. Lastly, all Office of Admissions professional staff are participating members of the Michigan Association of College Admission Counselors (MACAC), which is a joint organization of high school/college/university admissions personnel.